

L W CONDER ELEMENTARY

8040 Hunt Club Road
Columbia, SC 29223

GRADES PK-5 Elementary School

ENROLLMENT 629 Students

PRINCIPAL Shirley Watson 803-736-8720

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	44	55	2	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

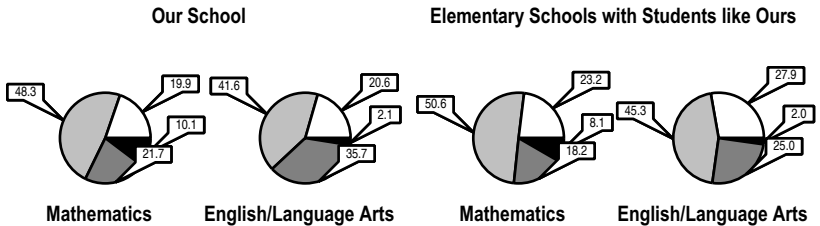
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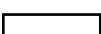
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	51	86	52
Percent satisfied with learning environment	90.2%	91.7%	94.1%
Percent satisfied with social and physical environment	98.0%	94.2%	78.8%
Percent satisfied with home-school relations	86.3%	90.7%	86.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	319	99.7	20.6	41.6	35.7	2.1	37.8	17.6
Gender								
Male	158	100.0	28.9	42.3	28.9	N/A	28.9	17.6
Female	161	99.4	12.5	41.0	42.4	4.2	46.5	17.6
Racial/Ethnic Group								
White	42	100.0	16.7	36.1	41.7	5.6	47.2	17.6
African-American	229	99.6	19.4	44.2	34.5	1.9	36.4	17.6
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	37	100.0	30.3	42.4	27.3	N/A	27.3	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	288	100.0	18.6	39.5	39.5	2.3	41.9	17.6
Disabled	31	96.8	39.3	60.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	319	99.7	20.5	41.3	36.0	2.1	38.2	17.6
English Proficiency								
Limited English proficient	13	100.0	75.0	25.0	N/A	N/A	N/A	17.6
Non-limited English proficient	306	99.7	18.1	42.1	37.6	2.2	39.9	17.6
Socio-Economic Status								
Subsidized meals	212	99.5	22.0	44.5	32.5	1.0	33.5	17.6
Full-pay meals	106	100.0	17.9	35.8	42.1	4.2	46.3	17.6

Mathematics								
All students	319	100.0	19.9	48.3	21.7	10.1	31.8	15.5
Gender								
Male	158	100.0	24.6	46.5	19.0	9.9	28.9	15.5
Female	161	100.0	15.3	50.0	24.3	10.4	34.7	15.5
Racial/Ethnic Group								
White	42	100.0	8.3	47.2	27.8	16.7	44.4	15.5
African-American	229	100.0	21.4	49.5	22.3	6.8	29.1	15.5
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	37	100.0	27.3	45.5	12.1	15.2	27.3	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	288	100.0	16.7	48.8	23.6	10.9	34.5	15.5
Disabled	31	100.0	50.0	42.9	3.6	3.6	7.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	319	100.0	19.4	48.4	21.9	10.2	32.2	15.5
English Proficiency								
Limited English proficient	13	100.0	41.7	41.7	16.7	N/A	16.7	15.5
Non-limited English proficient	306	100.0	18.5	48.7	22.1	10.7	32.8	15.5
Socio-Economic Status								
Subsidized meals	212	100.0	23.0	50.8	18.8	7.3	26.2	15.5
Full-pay meals	106	100.0	13.7	43.2	27.4	15.8	43.2	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	91	N/A	7.0	41.9	46.5	4.7	51.2
	Grade 4	95	N/A	18.8	50.6	30.6	N/A	30.6
	Grade 5	101	N/A	20.0	53.7	25.3	1.1	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	111	100.0	16.8	40.6	40.6	2.0	42.6
	Grade 4	118	100.0	15.5	40.8	39.8	3.9	43.7
	Grade 5	90	98.9	31.7	43.9	24.4	N/A	24.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2002	Grade 3	91	N/A	18.6	46.5	22.1	12.8	34.9
	Grade 4	95	N/A	25.6	32.6	24.4	17.4	41.9
	Grade 5	101	N/A	29.5	46.3	14.7	9.5	24.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	111	100.0	16.8	46.5	27.7	8.9	36.6
	Grade 4	118	100.0	13.6	49.5	19.4	17.5	36.9
	Grade 5	90	100.0	31.7	48.8	17.1	2.4	19.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 629)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.7%	Up from 1.4%	2.7%	2.4%
Attendance rate	96.5%	Down from 96.9%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	17.7%	Down from 22.1%	11.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.0%	Up from 2.8%	8.1%	8.0%
Older than usual for grade	1.0%	Up from 0.6%	1.3%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	51.0%	No change	47.0%	50.0%
Continuing contract teachers	77.6%	Up from 66.7%	86.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.6%	Up from 78.7%	86.9%	86.2%
Teacher attendance rate	95.3%	Down from 95.8%	95.2%	95.3%
Average teacher salary	\$38,492	Up 1.4%	\$39,408	\$39,909
Prof. development days/teacher	9.9 days	Up from 9.5 days	11.6 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	19.3 to 1	Up from 15.3 to 1	18.9 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 91.1%	89.3%	89.7%
Dollars spent per pupil*	\$6,526	Up 5.3%	\$5,715	\$5,892
Percent spent on teacher salaries*	70.1%	Up from 70.0%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of our staff, parents, and community is to maximize quality learning for every child by providing a comprehensive learning environment to empower all students for life-long learning. L.W. Conder Elementary School completed a successful school year 2002-2003.

Among our accomplishments were the following:

Red Carpet School

Flagship School of Promise

Exemplary Writing School 2001-2002

Four teachers received National Board Certification

Reading Recovery Program

Expanded the mentors to students through the Spring Valley Rotary Club, Richland Northeast High School Girls Volleyball Team, AmeriCorp Workers, Shakespeare Monofilament, and Ft. Jackson Soldiers

Students were actively involved in service learning projects such as Pennies for Patients, Jump Rope for Heart, and Muscular Dystrophy

Awarded Top Elementary School for Recycling

First Grade Teacher published regularly in "PC Teach It" Magazine

Increased the opportunities for involvement of fathers in their child's education through the Dedicated Dads program which featured peer pointers on parental involvement

Continued the Foster Grandparents Program

Significant increase in PACT test scores in third grade

Provided before- and after-school tutorial programs for students with academic difficulties

Provided quality year-round daycare program

Conder continues to strive for school improvement on a daily basis. Because of our commitment to the total child, Conder Elementary School is a place where staff and students excel, and where parents and community care.

Dr. Shirley Watson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.